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ABSTRACT

Part of a series of reports on transfer research conducted by the Community College of Philadelphia (CCP), these three reports examine transfer outcomes among former CCP students who matriculated at four-year universities in Pennsylvania. The first report compares CCP transfer student outcomes at Temple, LaSalle, West Chester, Widener, and Thomas Jefferson Universities, examining admissions outcomes, grade point averages (GPA's), program enrollment, and persistence patterns. The second report examines specific transfer outcomes among 100 former CCP students who enrolled at Widener University between fall 1984 and spring 1989, focusing on CCP program of study and credits earned, as well as persistence, graduation, and dismissal patterns at Widener. The third report provides a brief review of the transfer outcomes of 47 former CCP students accepted for the 1987-88 school year at Hahnemann University, examining retention rates and GPA's at the start of the second year. Results of the studies included the following: (1) acceptance rates for CCP students were highest at LaSalle; (2) among students attending universities that provided GPA data, students at Temple were most likely to have a GPA above 2.0; (3) graduation rates were highest at Widener University; (4) students at Widener who had earned more than 55 credits at CCP were the most likely to be dismissed from Widener for academic reasons; and (5) 82.9% of the first-year CCP transfer students at Hahnemann University earned an average GPA of 2.46 and continued on for a second year. (GFW)

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Institutional Research Report #55

CCP Student Transfer Outcomes At Widener University
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Former CCP Transfer Outcomes at Hahnemann University
1987-88 School Year
In-Brief #57

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September 1990

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A Comparison of Transfer Student Outcomes at Temple, LaSalle, West Chester, Widener and Thomas Jefferson Universities

Jane Grosset
Institutional Research
Report #55

September, 1990

Introduction

The transfer function is an important element within the purpose and mission of community colleges. Two-year schools are often an alternative route to higher learning, higher occupation, and higher income for individuals initially unable to afford or gain access to a four-year college.

Many constituencies, both internal and external to community colleges, have raised basic questions about the soundness of community college transfer education. In order to respond to these concerns, many two-year colleges have sought to describe both the movement of students between two-year and four-year schools and the behavior of students who eventually matriculate to senior institutions. This information can provide a solid base to help to judge the soundness of the preparation students are receiving for four-year college study and can inform the development of transfer policies and programs designed to facilitate the movement of students into senior institutions.

Toward this end, the Institutional Research Office released several reports over the last few months which contained transfer outcomes of former CCP students at area

four-year universities.[1]

These reports have provided inter-institutional descriptions of the transfer successes and difficulties encountered by former CCP students at Temple, West Chester, Widener, Thomas Jefferson and LaSalle Universities. The information in the present report represents an attempt at making intra-institutional comparisons of the transfer function across these five schools.

Collecting data on student outcomes from transfer schools proves to be a difficult task. It is a collaborative effort characterized by a dependency on the colleges and universities that receive the students to provide information about those who transferred. CCP students transfer to a wide variety of schools. In follow-up surveys, CCP transfer students have reported matriculating at as many as 40 different in- and out-of-state senior institutions. This diversity is also reflected in the pattern of student requests for transcripts of CCP

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1. These Institutional Research Reports include the following:
   #40 - Transfer Experiences of Former CCP Students at Temple University
   #48 - CCP Transfer Student Retention Patterns at Temple -An Updated Report
   #49 - CCP Student Transfer Outcomes at West Chester University
   #50 - CCP Student Transfer Outcomes at Widener University
   #51 - A Profile of CCP Applicants and Matriculants to the College of Allied Health Sciences at Thomas Jefferson University
   #54 - CCP Student Transfer Outcomes at LaSalle University

records to be sent to other colleges. In In-Brief #46, it was reported that there were requests for the dispatch of CCP transcripts to over 85 different senior institutions in a recent one-year period.

At the outset of this study, 15 popular Philadelphia-area receiving colleges and universities were invited to participate in this data sharing project. The five previously mentioned schools complied by providing a variety of indicators related to former CCP student performance at their university. Four other schools (Beaver, University of Pennsylvania, Penn State and Hahnemann) identified considerably fewer CCP transfers among their enrollments and provided limited transfer information concerning identified students. Information from these latter schools has not been included as part of this report but is reported in other Institutional Research documents.

Given differing record keeping systems and data retrieval capabilities across schools, this data collection effort resulted in somewhat unstandardized sets of information across participating schools, thereby making intra-institutional comparisons somewhat problematic.

Applicants and Entrants

Table 1 contains the numbers of applicants and/or entrants by semester and year as provided by the five participating universities.

Table 1

Former CCP Applicants and Entrants to Selected Area Four-Year Universities

University	Semester/Year																	
	FL 79	SP 80	FL 80	SP 81	FL 81	SP 83	FL 83	SP 84	FL 84	SP 85	FL 85	SP 86	FL 86	SP 87	FL 87	SP 88	FL 88	SP 89	FL 89
LaSalle																			
- Applicants														97	155	124	169	147	153
- Entrants							31	17	32	14	25	35	113	82	135	109	138	101	
Temple																			
- Applicants																			
- Entrants*	70	394	92	308					344	84	331								
Thomas Jefferson																			
- Applicants																	59		
- Entrants																	38		
West Chester																			
- Applicants													38		43		56		52
- Entrants													15		18		37		23
Widener																			
- Applicants																			
- Entrants									23	7	15	3	14	1	12	3	16	11	

* These figures are based on a sample of students, thereby underestimating the actual number of entrants.

This data illustrates the diversity of the data across schools. With the exception of Temple, the applicants and entrants reported in Table 1 represent all students who have been identified by university Admissions Offices as former CCP students. The Temple figures are based on a sample and therefore underestimate the actual number of entrants.

Information varies across universities by semester and year and by student subcategory. For example, while West Chester provided both applicant and entrant information consistently across four fall semesters, only entrant data was available from Temple and Widener. Four of the schools included information from multiple terms while Thomas Jefferson provided student data for only one term.

Despite these inconsistencies, it is obvious from this data that Temple has been the most popular receiving institution with LaSalle gaining considerable popularity of late. Thomas Jefferson and West Chester appear to attract comparable numbers of CCP students while fewest former CCP students entered Widener during the period of time covered by the data. Unless otherwise noted, the information in the remaining tables is based on the student cohorts appearing in Table 1.

Admissions Outcomes

The admissions outcome information contained in Table 2

indicates that the students who apply to LaSalle are more likely to be accepted for admission than are applicants to the other schools supplying this information. The highest rejection rate was associated with applicants to Thomas Jefferson, however the University did not break out incomplete applications from rejections as the other schools did. Highest levels of incomplete applications were associated with LaSalle and Temple. Temple was also the only university to include a 'wait list' category as an admission outcome possibility. Widener did not provide admissions information.

Table 2

Admissions Outcomes of CCP Transfers at Selected Four-Year Universities

University		Admission Outcome			
		Accepted	Rejected	Incomplete	Wait List
	N	Percentages			
LaSalle	676	80.0	5.0	15.0	-
Temple *	665	69.0	11.0	14.0	6.0
Thomas Jefferson	59	71.2	28.8		-
West Chester	189	70.4	20.1	9.5	-

* These figures are based on Fall 1984 semester applicants. They were extracted from IR Report #32.

Transfer Credit Patterns

Nearly equal percentages of Temple matriculants

transferred between 12 to 24 credits or over 55 credits into their program at Temple (Table 3). West Chester matriculants transferred fewest credits into their program of study while Widener students transferred in the highest level of credits across these three schools. LaSalle and Thomas Jefferson did not provide this data.

Table 3

CCP Transfer Credits Accepted at Selected Four-Year Universities

University		Credits Accepted			
		12 to 24	25 to 40	41 to 55	56+
	N	Percentages			
Temple	1696	40.2	22.6		37.1
West Chester	100	31.0	35.0	17.0	17.0
Widener	100	12.0	24.0	24.0	40.0

Since the total number of CCP earned credits was not included on the data base, the percentage of credits lost in the transfer process is not currently known. However, if the assumption is true that the percentage of lost credits is similar across universities, than it appears that Widener students are more persistent at CCP prior to transfer than Temple or West Chester students. West Chester students were characterized by shortest CCP persistence.

Grade Point Averages

As measured by cumulative grade point average (Table 4), CCP transfer students to Temple generally met with greater academic success than transfers to LaSalle or West Chester. Temple transfers were most likely to earn GPAs of 2.0 or greater.

Table 4

Cumulative GPA Earned at Selected Four-Year Universities by CCP Transfer Students

University		GPA			
		0 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 to 4.00
	N		Percentages		
LaSalle	832	22.5	15.1	29.3	33.1
Temple	1696	10.3	20.3	47.3	22.1
West Chester	100	13.0	34.0	37.0	16.0

While LaSalle transfers earned the largest percentage of GPAs below 1.0 they also had the largest percentage of GPAs of 3.0 or higher. Overall, former CCP students met with least academic success at West Chester. Transfers there were most likely to receive a GPA below a 2.0.

Program Enrollment Patterns

There are many factors which may effect student GPA, including the difficulty of the program of study pursued by the student. Overall, the most popular transfer curriculum at the four universities for which programmatic information was available was Nursing (Table 5). Twenty-two percent of the CCP transfers to Thomas Jefferson, Widener, West Chester and LaSalle entered a Nursing program at these schools. West Chester was the only one of the four at which Nursing was not the most heavily enrolled program.

Table 5

CCP Transfer Program Enrollments At Selected Four-Year Universities

Programs	Universities					
	Thomas Jefferson	Widener	West Chester	LaSalle	Total	
	#	#	#	#	#	%
Accounting		2		84	86	9.3
Art				1	1	0.1
Behavioral Sci		1			1	0.1
Biology		2	2	10	14	1.5
Chemistry			2	4	6	0.6
Communicative Dis			2		2	0.2
Computer Science		1	1	44	46	5.0
Criminal Justice			8	29	37	4.0
Dental Hygiene	5				5	0.5
Diagnostic Imaging	6				6	0.6
Early Child Ed			7		7	0.7
Economics			1		1	0.1

Table 5 cont'd

CCP Transfer Program Enrollments
At Selected Four-Year Universities

Programs	Universities					
	Thomas Jefferson	Widener	West Chester	LaSalle	Total	
	#	#	#	#	#	%
Elementary			7	11	18	1.9
Engineering		20			20	2.2
English			2	14	16	1.7
Finance				53	53	5.7
General Business			15	9	24	2.6
Health			2		2	0.2
History				5	5	0.5
HRIM		8			8	0.9
Labor Relations				3	3	0.3
Liberal Studies			7	15	22	2.4
Marketing			2	43	45	4.8
Math			2	2	4	0.4
Media Studies		1			1	0.1
Medical Tech	3				3	0.3
Non-degree				53	53	5.7
Nursing	17	47	2	134	200	21.6
Occupational Ther	5				5	0.5
Physical Ed			1		1	0.1
Physical Therapy	1				1	0.1
Political Sci			2		2	0.2
Psychology		3	3	26	32	3.4
Public Admin			1		1	0.1
Public Health			1	6	7	0.8
Secondary Ed				24	24	2.6
Social Work				6	6	0.6
Sociology				15	15	1.6
Special Ed			3		3	0.3
Speech			1		1	0.1
Undecided		10	14	5	29	3.1
Undecided Bus				76	76	8.2
Undecided Lib				36	36	3.9
Total					928	100.0

A significant percentage of transfers were undecided about a major program of study at the senior institution. This was most typical of West Chester and LaSalle students, although in the latter case some undecided students were assigned general interest areas (Business and Liberal Arts).

Business programs were next in popularity among CCP transfers at the four universities. A large proportion of LaSalle transfers were enrolled in a Business curriculum at the University. In order of magnitude, the most popular Business-related programs included Management, Finance, Computer Science and Marketing.

The non-Nursing, curricular enrollment pattern of transfers with a 'decided' program option at West Chester is eclectic, characterized by student interest in a variety of Education, Social Service, Social Science and Business curricula. In addition to Nursing, Engineering and Business programs were popular programmatic options at Widener. Obviously, all Thomas Jefferson enrollments were in the Allied Health area.

Persistence Patterns

Table 6 contains information which provides an overall sense of CCP transfer student adjustment at the receiving institution. Included in this table is persistence information related to graduation and drop out patterns.

Table 6

Persistence Patterns of CCP Transfer Students at Selected Four-Year Universities

University	N	Graduates Includes All Students	Graduates Includes Students Who Matriculated Prior to Fall 1986	Persistence Outcome: Still Enrolled at Time of Data Collection	Persistence Outcome: Left Prior to Degree in Good Academic Standing	Persistence Outcome: Left Prior to Degree With Academic Difficulties
		Percentages				
LaSalle	832	10.0	22.3	15.1	46.8	28.1
Temple	1696		24.0	28.8	22.9	24.2
West Chester*	16	8.3	-	35.4	31.3	25.0
Widener	100	15.0	20.0	23.0	45.0	17.0

* Based on Fall 1986 entrants only

Widener transfers appear to have had the easiest time with the academic transition between the two-year and four-year college experience. Among the four schools included in Table 6, the graduation rate was highest at Widener and Widener students were least likely to have experienced academic difficulty prior to leaving without a degree.

Transfer students were least likely to persist at LaSalle while students at Temple were the most tenacious.

Although Temple persistence information included students from as far back as Fall 1979, earlier than any of the other universities, the percentage of students still enrolled at Temple was high, second only to West Chester persisters who represented a more recent entering cohort.

Conclusions and Implications

It was pointed out earlier in this report that the unstandardized nature of the data made it difficult to establish meaningful intra-institutional comparisons and draw conclusions about the relative effectiveness of transfer education at CCP. Nevertheless, the transfer information contained in this report and the reports which preceded it represent a first step in an on-going evaluation of the effectiveness of the transfer function. As a next step toward a collective understanding of the quality of transfer education at CCP, it would be informative to add CCP-related variables to the existing data base, including program enrollment, academic and persistence outcomes and other indicators which potentially serve to facilitate or hinder student movement between CCP and senior institutions. This additional information would help in understanding the root causes of student transfer success and failure.

The shortcomings of the current data base do not minimize the importance of what has been learned. Through the initial efforts, described herein, CCP transfer students

to several popular receiving institutions have been identified and we have learned generally how these students have fared in the transition. Overall student success runs along a continuum with former CCP students appearing to meet with least success at West Chester and greatest success at Widener.

In the institution specific IR reports preceding this one, several of the transfer outcomes were arrayed by program enrollment. Consequently the relative accomplishments of students by program of study at the senior institution is also known. In general, students who were undecided about their program of study at the receiving institution experienced the least successful transfer outcomes.

This type of information can be an important element in the collaborative efforts currently underway at CCP to expand and enrich transfer programs. These reports provide a good basis for discussions among faculty members from universities and CCP to explore issues related to parallel course structures, such as similarities in credit hour arrangements, course sequencing, prerequisites, course content, coursework standards, and exit competencies. Conversations of this sort can lay the ground work for formalized articulation agreements.

While these activities should facilitate the academic transition of CCP students to 4-year colleges and universities by minimizing loss of credits and encouraging students to engage in the level of learning expected at

senior institutions, consideration should also be directed toward facilitating the financial transition for students. Maintaining the continuity in the award of financial aid for students completing the transition between schools is a critical element toward improving transfer opportunities for CCP students.

CCP Student Transfer Outcomes At Widener University

Jane Grosset
Institutional Research
Report #50

June, 1990

This report is the fourth in a series which provides information concerning student application, matriculation and persistence patterns at area four-year colleges and universities. Prior reports featured transfer-related outcomes at Temple (IR Report #48) and West Chester (IR Report #49) while this report is devoted to former CCP student outcomes at Widener University.

The receiving institutions have not provided data bases that are consistent with each other thereby making direct comparisons concerning the success of transfer students across institutions difficult. Since the final report in this series will attempt to make these types of comparisons, this report has omitted comparative analyses.

Between Fall 1984 and Spring 1989 100 former Community College of Philadelphia (CCP) students* matriculated to Widener University. The distribution of these matriculants across the five intervening school years appears in Table 1.

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* Only students who completed 12 or more CCP credits prior to transfer are considered to be former CCP students.

Table 1

Former CCP Students
Widener University Matriculation Patterns in
Recent School Years

School Year**	# of Widener Matriculants
1984/1985	28
1985/1986	18
1986/1987	15
1987/1988	15
1988/1989	24
Total	100

Since the 1984/1985 school year, the number of CCP students transferring to Widener has declined, rebounding considerably in 1988/1989, the last year of available information.

** School year includes Fall, Spring and Summer sessions.

Nearly half (46.1%) of the former CCP students included in this study enrolled in Widener's Nursing program (Table 2). Engineering programs at Widener have also been attractive to a sizeable number of CCP transfers, accounting for 20.0% of the studied group. Among the Engineering curricula, Electrical has been the most heavily enrolled (14.0%), followed in magnitude by Engineering students who were undecided about their specific area of interest (4.0%), and Mechanical Engineering (2.0%).

Table 2

Former CCP Students
Widener University Program Enrollments

Widener Program	Enrollments #	%
Nursing	47	47.0
Electrical Engineering	14	14.0
Undeclared Major	10	10.0
Hotel/Restaurant	8	8.0
Management	5	5.0
Engineering (Undecided)	4	4.0
Psychology	3	3.0
Accounting	2	2.0
Mechanical Engineering	2	2.0
Biology	2	2.0
Computer Science	1	1.0
Behavioral Science	1	1.0
Media Studies	1	1.0
Total	100	100.0

Ten (10.0%) of the studied transfer students had not declared a major at Widener as of Spring 1989 while 8.0% were enrolled in the Hotel/Restaurant program.

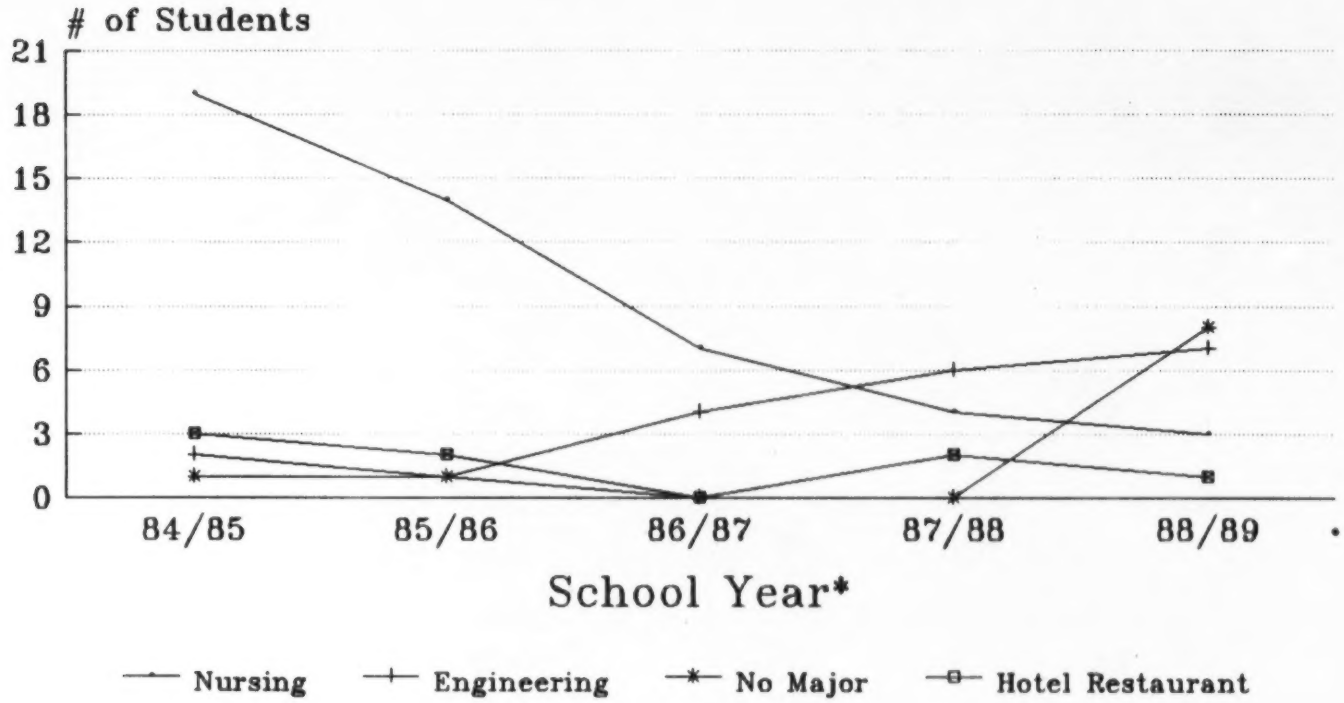
Figure 1 contains the enrollment trends for these Widener programs across the five school years included in the

Figure 1

Former CCP Students

Widener University Enrollment Pattern

1984 to 1989



*Includes Fall, Spring & Summer Sessions

study. In recent school years, there have been increases in the number of CCP transfer students who have not declared a major (the most popular program option in the 1988/1989 school year) and the Engineering programs. On the other hand, nursing program enrollments have dropped dramatically in recent school years. In initial years (1984/1985, 1985/1986), 68% and 78% of all CCP transfers enrolled in Widener's Nursing program while in 1988/1989 the percentage dropped to 12.5%.

Widener transfer students have generally been characterized by relatively long term persistence at CCP. The largest percentage of Widener transfers completed a sufficient number of CCP courses prior to transfer to meet (or nearly meet) credit hour degree requirements at CCP (Table 3). Forty students (40.0%) earned 56+ CCP credits before transferring to Widener. By comparison, only 12% of the studied group earned between 12 and 24 CCP credits.

Table 3

Former CCP Students
CCP Credits Earned Prior to Transfer to Widener

CCP Credit Category	Former CCP Students	
	#	%
0 to 11	not included in study	
12 to 24	12	12.0
25 to 40	24	24.0
41 to 55	24	24.0
56+	40	40.0
Total	100	100.0

Recently (1988/1989), Widener transfers completed an average of 47 CCP credits prior to transfer (Table 4). The 1985/1986 transfers were characterized by longest CCP persistence while the 1984/1985 and 1987/1988 transfers enrolled at CCP for shorter periods of time.

Table 4

Former CCP Students
CCP Credits Earned Prior to Transfer
Across Recent School Years

	School Year					
CCP Credits	Total	1984/1985	1985/1986	1986/1987	1987/1988	1988/1989
N	100	28	18	15	15	24
Mean	46.9	42.6	59.3	46.5	43.4	46.6
Median	53.0	46.0	62.0	52.0	40.0	51.5
Standard Deviation	17.3	20.9	10.3	15.7	18.7	13.8

As of the Spring 1989 semester, 15 (15.0%) of the transfers earned a Widener degree, 23 (23.0%) were still enrolled at Widener and 65 (65.0%) left Widener prior to degree completion. The semester persistence patterns of the Widener nonreturners and the Widener graduates appear in Table 5. The largest number (36) of Widener non-returners enrolled at Widener for two semesters. Totally, 69.2% of the nonreturners enrolled for fewer than three semesters. By contrast, 93.3% of Widener graduates persisted from four to seven semesters.

Table 5

Former CCP Students
Semester Persistence Patterns at Widener
for Widener Graduates and Non-Returns

# of Semesters Enrolled at Widener Before Departure	Students leaving Widener as...			
	Non-Returners		Graduates	
	#	%	#	%
1	9	13.8	0	0.0
2	36	55.4	1	6.7
3	10	21.4	0	0.0
4	4	6.2	6	40.0
5	4	6.2	2	13.3
6	2	3.0	3	20.0
7	0	0.0	3	20.0
Total	65	100.0	15	100.0

The data in Table 6 provides more reliable measures of Widener graduation rates since it takes entering year information into account. Only one student who matriculated in the 1984/1985 and 1985/1986 school year was still enrolled at Widener as of Spring 1989. The remaining 46 matriculants had terminated their Widener enrollment by this point in time either through graduation or dropping out. While several of the dropouts may re-enroll at Widener and eventually complete degree requirements, it is reasonable to assume that graduation rates associated with these years are fairly stable. With this in mind, it appears that 18.0% to 22.0% of CCP transfers eventually graduate from Widener.

Table 6

Former CCP Students Across Entering School Year

	Entering School Year									
	1984/1985		1985/1986		1986/1987		1987/1988		1988/1989	
Graduates # (%)	5	(17.9)	4	(22.2)	3	(20.0)	2	(13.3)	1	(4.2)
Still Enrolled # (%)	1	(3.6)	0	(0.0)	3	(20.0)	7	(46.7)	12	(50.0)
Non-Returners # (%)	22	(78.6)	14	(77.8)	9	(60.0)	6	(40.0)	11	(45.8)
Total	28	(100.0)	18	(100.0)	15	(100.0)	15	(100.0)	24	(100.0)

While Widener GPAs were not provided for former CCP matriculants, academic dismissal information was furnished and can be used as an indicator of student academic difficulties. Seventeen (17) of the CCP transfers included in this study were dismissed from Widener for academic reasons. These students represent 17% of all CCP transfers and 26.2% of the nongraduating, nonreturners. Students who persisted at CCP for more than 55 credits were most likely to be asked to leave Widener because of poor academic performance (Table 7), followed in magnitude by former students who persisted at CCP for fewest hours (12 to 24).

Table 7

Former CCP Students Dismissed From Widener for Academic Reasons Across CCP Persistence Categories

CCP Persistence Category	# In Persistence Categories	# of Dismissals	% of Dismissals in Credit Hour Categories
12 to 24	12	2	16.6
25 to 40	24	2	8.3
41 to 55	24	1	4.2
56 +	40	12	30.0
Total	100	17 (17.0%)	

INSTITUTIONAL *In Brief* RESEARCH
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Former CCP Transfer Outcomes at Hahnemann University
- 1987-88 School Year -

IN-BRIEF # 57
Jane Grosset
September, 1990

INSTITUTIONAL In Brief RESEARCH
COMMUNITY COLLEGE OF PHILADELPHIA
CCP

IN-BRIEF # 57
Jane Grosset
September, 1990

Former CCP Transfer Outcomes at Hahnemann University - 1987-88 School Year -

Eighty-nine (89) former CCP students applied to Hahnemann University for admission to the 1987-88 school year (Table 1). This figure is an underestimate since application information was not provided for two of the five Hahnemann programs CCP students applied to in this year.

Table 1

Former CCP Student Transfer Outcomes at Hahnemann University for the 1987-88 School Year

Program	Applicants	Acceptances		Matriculants	
	#	#	% *	#	% **
Health Science	2	2	100.0	2	100.0
Mental Health	9	9	100.0	9	100.0
Nursing-AD	78	28	35.9	20	71.4
Nursing-BS	NP	2		2	100.0
Physical Assistant	NP	6		6	100.0
	89	47		39	82.9

NP = Not Provided
* % of Accepted Applicants
** % of Matriculated Acceptances

Forty-seven (47) students were accepted for admission to the Health Science, Mental Health, Nursing, and Physical Assistant programs. Since applicant information was not provided for all of the programs in Table 1, an acceptance rate was calculated for the 89 applicants to the Health Science, Mental Health and Associate Degree Nursing Program. From this applicant pool, 39 (43.8%) were accepted for admission at Hahnemann. All Health Science and Mental Health applicants were accepted while 40% of Nursing-AD applicants were offered admission.

The 47 acceptances resulted in 39 (82.9%) matriculants. All accepted students in each program, except Nursing-AD, enrolled at Hahnemann. Seventy-one percent (71%) of accepted students to Nursing-AD matriculated.

The overall retention rate for CCP students who matriculated at Hahnemann was fairly high (82.9%), with all Mental Health and Nursing-BS students reenrolling the following school year (Table 2). One of the two Health Science students and one-quarter (5) of the Nursing-AD students dropped by the start of the second year.

Table 2

Former CCP Student Transfer Outcomes at Hahnemann University for the 1987-88 School Year

Program	Matriculants	Average Cumulative GPA Earned at Hahnemann		Dropped Out of Hahnemann by Start of Second Year	
		All Students	Students Who Did Not Drop	#	%
Health Science	2	2.29	2.77	1	50.0
Mental Health	9	2.51	2.51	0	0.0
Nursing AD	20	1.95	2.40	5	25.0
Nursing BS	2	2.12	2.12	0	0.0
Physical Assistant	6	2.23	2.61	1	16.7
Total	39	2.15	2.46	7	17.9

The average cumulative GPA earned at Hahnemann by students who continued the following year was 2.46. For all students, regardless of retention status, the average GPA was 2.15, implying that most students who dropped were not performing well academically. In fact, the overall average GPA for dropped students was 0.73.

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END

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